

Examination of the Ability of 11-14 Age Group Athlete Students to Deal with Sporting Problems

Abdullah Sencer Temel,

*Konya Şeker Industry and Trade Inc, E-mail: sencer_temel@yahoo.com,
ORCID ID: 0000-0003-0382-9466*

Yalcin Tukel,

*Necmettin Erbakan University, Faculty of Tourism Recreation Management.
E-mail: ytukel7@gmail.com, ORCID ID: 0000-0003-3843-5889*

Davut Atılgan,

*Kahramanmaraş Sütçü İmam University, High School of Physical Education and Sports.
E-mail: davutatilgan@ksu.edu.tr, ORCID ID: 0000-0002-8475-4488*

Abstract--- Dealing with sporting problems is one of the psychological factors which greatly affect athletes' performances. The present study aims to examine the skills of athletes studying in middle schools to deal with sporting problems. The research was carried out in a descriptive scanning model. The sample of the study consists of 526 athlete's students studying in middle schools within the central districts of Konya, Gaziantep and Kahramanmaraş Provincial National Education Directorates. The data were collected in January, February and March of 2020. For data analysis; arithmetic mean and standard deviation values were used and t-Test and One-Way Variance Analysis (ANOVA) tests were used to determine the differentiation status of the scores obtained for the variables. Scheffe and LSD tests were performed to determine which groups the difference originated from. As a result of the research; based on the general analysis of the skills in dealing with sporting problems inventory, athletes' skills to cope with sporting problems differ significantly in terms of participation province and grade however there are no significant differences found in terms of gender, father's educational status, mother's educational status, family monthly income and branch category. According to the sub-dimensions (factors) of the participants' skills to cope with sporting problems; there were significant differences in terms of gender, father's education status, family monthly income and sport branch category variables.

Keywords--- Athletes, Student, Skill, Sporting Problems.

I. Introduction

Sport has a wide effect on many aspects of the life of a society. Coalter (2005) stated that playing sport has several effects, some of which are improving physical health, improving mental health and well-being; improving academic activity in students; improving social ability and active participation in society; reducing criminal behaviour and lowering anti-social behaviour, and improving economic conditions. Sport is one of the possible social contexts, in which 'individuals learn cultural norms, values, beliefs and social expectations' (Delaney & Madigan, 2009). At the same time, sports includes the individual's activities mainly to increase her/his physical or mental performance (Özdemir, 2021). (Ilkım et al.2021), (Ilkım et al.2021), Duyan et.al (2021) Sports have an important place for people. People have always needed sport to protect and develop their anatomical and physiological health. Therefore, sport should not be seen as a subject or concept, it is an activity and human is the leading role of this activity. (Brown, 1937). Yurtseven and Duman 2021, Unver 2022) Like all concepts in the world, sport has developed over time. In this development process, many branches of science have emerged, uniting sports under one roof. One of them is sports psychology. Sports psychology has a structure that ensures the efficiency of the athletes, who have shown significant developments recently, and this efficiency remains at the optimal level (Greenleaf, Gould, & Dieffenbach, 2001). It should not be forgotten that athletes are bio-psycho-social beings. (DeFreese, 2017). Because athletes face many positive and negative events on the way to achievement. Athletes may prefer to run away from this circumstance, or they can try to cope with these situations (Sarıkabak and etc. 2018). From the past to the present, many psychological burdens have been placed on the athletes, and these difficulties have been tried to be overcome by aiming to gain certain skills to the athletes. Before all these situations, the issue of how athletes should evaluate psychological skills should be discussed deeply. Erhan and etc. (2015) describe psychological skills as the athlete's being more compatible with himself, discovering the power within himself, believing in that power, defining what he wants throughout his sports life, and how he can be more creative, safer, and more natural to achieve what he wants. They defined it as "helpful". Many different training methods have been

developed to improve the psychological skills of athletes. One of the pieces of research done by Bali (2015) found that the psychological conditions which greatly influence competitive performance are anxiety, and stress in facing competition. Considering the evidence that is supported from literature about the athletes faced many psychological challenges can be given as an example such as stress, mental skills and health during their performance. These issues may become a primarily issue for athletes to deal with in as it is causing mental health interventions on their sport performance before competitions. Based on that, our study was intended to identify and evaluate the ability of early age school sports students to cope with psychological difficulties in response to, gender, grade level father's and mother's education level, family monthly income, and sports branch category variables. In addition, an effort has been made to provide general information to sports psychologists and athlete candidates to include planned programs related to sport health performance.

II. Materials and Methods

Research Model

The research is a quantitative study and has been carried out in a descriptive survey model which aims to process of collecting and analyzing numerical data. In this study, it was aimed to determine whether there is a difference in the skills of athletes in the age group of 11-14 in terms of some demographic variables.

Research Group

The universe of the study consists of secondary schools athletes' students studying in the central districts of Gaziantep, Kahramanmaraş and Konya Provincial Directorate of National Education. The athlete students studying at schools randomly selected from the middle schools constituted the sample of the study. Data was collected via total of 526 athletes' students and were evaluated with the help of physical education teachers. 29.7% (n=156) of the participants included in the research sample were from Gaziantep, 34% (n=179) from Kahramanmaraş and 36.3% (n=191) from Konya and 47% (n=247) were female, 53% (n=279) were male. 30.2% (n=159) of the participants were 5th grade, 11.6% (n=61), 6th grade, 32.3% (n=170), 7th grade and 25.9% (n=136) 8th consists of classes. Father's education status from the participants; 33.8% (n=178) primary-secondary school graduates, 34.4% (n=181) high school graduates, 10.3% (n=54) associate degree graduates, 21.5% (n=113) bachelor degree and above. Maternal education status; 44.3% (n=233) were primary-secondary school graduates, 30.4% (n=160) were high school graduates, 9.5% (n=50) were associate degree graduates, 15.8% (n=83) were bachelor degree and above. Family monthly income of the participants; 29.5% (n=155) 0-2500 TL, 30% (n=158) 2501-4000 TRY, 23.2% (n=122) 4001-5000 TRY, 17.3% (n=91) has an income of 5000 TRY and above. In the branches category, 10.3% (n=54) of the participants were athletics, 21.9% (n=115) football, 40.9% (n=215) indoor sports, 6.5% (n=34) ring and cushion sports, 6.8% (n=36) were shooting sports and 13.7% (n=72) were racket sports.

III. Data Collection Tool

Athletic Coping Skills Inventory (ACSI)

Scale developed by Smith et al., (1995), it was aimed to measure the psychological ability of athletes to cope with difficulties via this scale. ACSI-28 inventory is a personal evaluation form developed by using exploratory and confirmatory factor analysis. CFA was applied to evaluate whether the 28-item structure of the scale was confirmed. In the first CFA applied, items with a statistically insignificant t value were examined. According to the examination, 9th and 12th items with insignificant t values were removed from the scale. The scale developed in 4-Likert type form, the participants were asked to indicate how often they lived their experiences (Almost never = 0, Sometimes = 1, Frequently = 2, Almost always = 3). Özcan (2017) stated in his research; alpha reliability coefficient specified for the entire scale. Set to 86. Cronbach Alpha coefficient was found 86. for the overall scale.

IV. Data Analysis

The data of the study were analyzed using a statistical software program (SPSS). In order to determine the tests to be used in the study, it was examined by the skewness coefficient method (Büyüköztürk, 2018) whether the scores obtained were normally distributed. The skewness values obtained as a result of the analysis were calculated as ".113" for the general Athletic Coping Skills Inventory. It was assumed that the value ranged from +1 to -1 and the distribution was normal. After this stage, arithmetic mean and standard deviation values were determined for data analysis, t-test and

One-Way Analysis of Variance (ANOVA) test was used to determine the differentiation of participant views in terms of demographic variables, and Scheffe test was used to determine the groups with a significant F value.

V. Findings

In this part of the research, findings related to the analyzes within the scope of the research are given.

Table 1: Arithmetic Average of Participants' Coping Skills Inventory for Sporting Problems

Scale	Factor	N	Min-Max	\bar{x}	SS
(ACSI)	(ACSI) General	526	1-4	2.77	.49

From table 1, it is clearly seen that the arithmetic mean of the participants' skills of coping with sports problems inventory was at a medium level.

Table 2: T-test Findings for the Gender Variable of the Participants' Coping Skills Inventory

Scale	Factors/Variables	N	\bar{x}	SS	sd	t	p	
Scale	Gender	Female	247	2,75	0,47	524	-,666	0,506
		Male	279	2,78	0,51			

p < 0.05

As a result of the t-Test, there was no statistically significant difference in terms of participants of gender t (524) = -, 666.

Table 3: AnovaTest Findings of Participants' According to the Province of Participation

Scale	Factors/Variables	N	\bar{x}	SS	F	p	Differs between groups (Scheffe test)	
ACSI	Provision	Gaziantep (a)	156	2,51	0,38	35,15	0,000*	b, c – a
		Kahramanmaraş (b)	179	2,92	0,45			
		Konya (c)	191	2,82	0,54			

*p < .05

When table 3 was examined, as a result of the analysis, a significant difference was found in terms of participation province variable F (35,15) = 0.000; p < 0.05. It is observed that the skills of coping with sports problems of the sports students studying in Kahramanmaraş and Konya provinces differ significantly from the sports students studying in Gaziantep. Based on these findings, it was seen as a situation in favor of sports students studying in Kahramanmaraş and Konya provinces.

Table 4: AnovaTest Result of Participants' According to Grade Level, Father's Education Level and mother's Education Status

Scale	Factors/Variables	N	\bar{x}	SS	F	p	Differs between groups (Scheffe test)	
ACSI Skill Inventory	Grade	5. Grade (a)	159	2,76	0,47	6,66	0,000*	b – a, c, d
		6. Grade (b)	61	2,99	0,44			
		7. Grade (c)	170	2,78	0,55			
		8. Grade (d)	136	2,65	0,44			
	Father Education Status	Primary-Secondary (a)	178	2,74	0,45	,905	0,438	-
		High School (b)	181	2,78	0,53			
		Associate Degree (b)	54	2,86	0,46			
		Bachelor Degree and above (b)	113	2,74	0,53			
	Mother Education Status	Primary-Secondary (a)	233	2,74	0,45	0,393	0,758	-
		High School (b)	160	2,77	0,54			
		Associate Degree (b)	50	2,81	0,54			
		Bachelor Degree and above (b)	83	2,79	0,50			

*p < .05

As a result of the analysis above; there was no statistically significant difference was found in terms of the variables of the father's education level (F = , 905; p = 0.438) and the mother's education level (F = 0.393; p = 0.758), on the other hand, a significant difference was found in terms of the grade level variable. F (6.66) = 0.000; p < 0.05. It was observed that the athletic coping skills of 6th grade athlete students coping with sporting problems differ significantly from the 5th, 7th and 8th grade athletes.

Table 5: AnovaTest Findings of the Participants' According to Family Monthly Income and Branch Category

Scale	Factors/Variables	N	\bar{x}	SS	F	p	Differs between groups (Scheffe test)	
ACS ISkill	Family Income	0-2500 TRY (a)	155	2,69	0,44	2,40	0,67	-
		2501-4000 TRY (b)	158	2,81	0,52			

Sport Branch	4001-5000 TRY (c)	122	2,75	0,51	1,10	0,358	-
	5000 TRY above (d)	91	2,84	0,50			
	Atletism (a)	54	2,68	0,52			
	Football (b)	115	2,83	0,48			
	Indoor Sports (c)	215	2,77	0,51			
	Ring and Cushion Sports. (d)	34	2,80	0,60			
	Shooting (e)	36	2,65	0,38			
	Racket Sport(f)	72	2,76	0,46			

*p<.05

As seen in table 5, no statistically significant difference was found in terms of family monthly income ($F = 2.40$; $p = 0.67$) and branch category ($F = 1.10$; $p = 0.358$).

Table 6: T-test Findings of Participants' Differentiation Situations According to the Sub-dimension of the Inventory of Coping with Sports Problems

Scale	Factors	Grade	
		t	p
Inventory ACSI	Goal setting / Mental preparation	.289	.773
	Concentration	.315	.753
	Being free from anxiety	.906	.365
	High performance under pressure	-2.24	.025*
	Dealing with difficulty	-.684	.494
Skill	Trust and success motive	-.099	.921
	Coachability	-.729	.467
*p<.05			

As a result of the analysis at table 6, there was no statistically significant difference was found between the participants' goal setting / mental preparation, concentration, anxiety-free coping, confidence and success motivation and coachability in terms of gender variable. However, a significant difference was found in the high performance factor under pressure [$t(524) = -2.24$, $p < .(05)$] female participants' high performance under pressure ($\bar{X}_{female} = 2.53$, $SS_{female} = .76$), male participants were higher under pressure performance levels ($\bar{X}_{male} = 2.68$, $SS_{male} = .77$).

Table 7: Anova-test Findings of Participants' Differentiation Situations According to the Factors of the Inventory of Coping with Sports Problems

Scale	Factors	Provision of Participation		Grade Level		Father Education Status	
		F	p	F	p	F	p
ACSI Skill Inventory	Goal setting / Mental preparation	21.27	.000*	3.17	.024*	.851	.466
	Concentration	28.80	.000*	3.95	.008*	.736	.531
	Being free from anxiety	2.64	.072	5.95	.001*	3.72	.011*
	High performance under pressure	7.75	.000*	6.15	.000*	2.33	.073
	Dealing with difficulty	17.43	.000*	3.94	.008*	.697	.554
	Trust and success motive	55.74	.000*	1.56	.199	1.80	.145
	Coachability	13.88	.000*	13.66	.000*	5.32	.001*
*p<.05							

According to table 7; there was no statistically significant difference was found in the participants' being free from anxiety factor ($F = 2.64$; $p = .072$) in terms of the participation province variable. Significant differences were found in the factors of goal setting / mental preparation, concentration, high performance under pressure, coping with difficulties, trust and success motivation and coachability in $p < 0.05$. As a result of the Scheffe and LSD tests performed to determine which groups the difference stems from, goal setting / mental preparation = ($\bar{X}_{Gaziantep} = 2.52$, $SS_{Gaziantep} = .64$), ($\bar{X}_{KMaras} = 2.98$, $SS_{KMaras} = .57$) and ($\bar{X}_{Konya} = 2.84$, $SS_{Konya} = .76$). According

to the sports students studying in the city of Gaziantep; In the "goal setting / mental preparation" factor, there is a finding in favor of the athlete students studying in Kahramanmaraş and Konya. Concentration= ($\bar{X}_{\text{Gaziantep}}=2.58$, $SS_{\text{Gaziantep}}=.60$), ($\bar{X}_{\text{KMaras}}=3.08$, $SS_{\text{KMaras}}=.58$)ve ($\bar{X}_{\text{Konya}}=2.99$, $SS_{\text{Konya}}=.69$). According to the athletes studying in Gaziantep province; in the 'concentration' factor, there is a finding in favor of the athlete students studying in Kahramanmaraş and Konya provinces. According to the sports students studying in Gaziantep and Konya provinces; In the 'high performance under pressure' factor ($\bar{X}_{\text{Gaziantep}} = 2.46$, $SS_{\text{Gaziantep}} = .61$), ($\bar{X}_{\text{KMaras}} = 2.78$, $SS_{\text{KMaras}} = .77$) and ($\bar{X}_{\text{Konya}} = 2.58$, $SS_{\text{Konya}} = .84$), there is a finding in favor of the sports students studying in Kahramanmaraş. Coping with difficulty = ($\bar{X}_{\text{Gaziantep}} = 2.56$, $SS_{\text{Gaziantep}} = .64$), ($\bar{X}_{\text{KMaras}} = 3.00$, $SS_{\text{KMaras}} = .67$) and ($\bar{X}_{\text{Konya}} = 2.88$, $SS_{\text{Konya}} = .78$) explained that; there is a finding in favor of the sports students studying in Kahramanmaraş and Konya provinces compared to the athletes studying in Gaziantep province in the 'coping with difficulty' factor.

When the Trust and success motive sub-dimension = ($\bar{X}_{\text{Gaziantep}} = 2.68$, $SS_{\text{Gaziantep}} = .71$), ($\bar{X}_{\text{KMaras}} = 3.34$, $SS_{\text{KMaras}} = .60$) and ($\bar{X}_{\text{Konya}} = 3.32$, $SS_{\text{Konya}} = .64$) investigated, it was seen that athletes students studying in Gaziantep province was more positively and significantly trusted and success motivated than sports students studying in Kahramanmaraş and Konya provinces in the 'trust and success motive' factor and coachability = ($\bar{X}_{\text{Gaziantep}} = 2.43$, $SS_{\text{Gaziantep}} = .49$), ($\bar{X}_{\text{KMaras}} = 2.77$, $SS_{\text{KMaras}} = .66$) and ($\bar{X}_{\text{Konya}} = 2.68$, $SS_{\text{Konya}} = .62$) there is a finding in favor of athlete students studying in Kahramanmaraş and Konya provinces compared to those studying sports students in the city of Gaziantep in the coachability factor.

According to table 7; as a result of the analysis, no statistically significant difference was found in the confidence and success motivation factor of the participants ($F = 1.56$; $p = .199$) in terms of the grade level variable. Significant differences were found in the factors of goal setting / mental preparation, concentration, being free from anxiety, high performance under pressure, coping with difficulty and coachability $p < 0.05$. As a result of the Scheffe and LSD test performed to determine which groups the difference stems from, goal setting/mental preparation = (\bar{X}_5), (\bar{X}_7 th grade = 2.84, SS_7 th grade = .71) and (\bar{X}_8 th grade = 2.72, SS_8 th grade = .69). 5. According to the 7th and 8th grade athlete students, there is a finding in favor of the 6th grade athlete students in the 'goal setting / mental preparation' factor.

Furthermore, in the "concentration" = (\bar{X}_5 th grade = 2.97, SS_5 th grade = .70), (\bar{X}_6 th grade = 3.01, SS_6 th grade = .60), (\bar{X}_7 th grade = 2.92, SS_7 th grade = .67) and (\bar{X}_8 th grade = 2.74, SS_8 th grade = .61). Factor, 5th, 6th and 7th grade athlete students was significantly higher than 8th grade athlete students and they are good at concentration factor.

In another analysis, comparing to 7th and 8th grade athlete students with 6th grade athlete students in terms of being free from anxiety = (\bar{X}_5 th grade = 2.36, SS_5 th grade = .76), (\bar{X}_6 th grade = 2.84, SS_6 th grade = .85), (\bar{X}_7 th grade = 2.51, SS_7 th grade = .84) and (\bar{X}_8 th grade = 2.40, SS_8 th grade = .77). 5. there is a finding in favor of the 6th grade athlete students in the "being free from anxiety" factor. At high performance under pressure factor = (\bar{X}_5 th grade = 2.50, SS_5 th grade = .79) and (\bar{X}_8 th grade = 2.55, SS_8 th grade = .77). 5. there is a finding in favor of the 6th grade athlete students comparing to 7th and 8th grade athletes.

Findings at coping with difficulty factor, 5th and 6th grade students was determined to be more significant (= (\bar{X}_5 th grade = 2.93, SS_5 th grade = .71), (\bar{X}_6 th grade = 2.96, SS_6 th grade = .66), (\bar{X}_7 th grade = 2.79, SS_7 th grade = .75) and (\bar{X}_8 th grade = 2.68, SS_8 th grade = .72) than 8th grade athlete students and there was no statistically significant difference between the 7th grade and the other classes. According to the 5th 7th and 8th grade athlete students, there is a finding in favor of the 6th grade athlete students in the coachability factor. Coachability = (\bar{X}_5 th grade = 2.60, SS_5 th grade = .58), (\bar{X}_6 th grade = 3.01, SS_6 th grade = .66), (\bar{X}_7 th grade = 2.69, SS_7 th grade = .64) and (\bar{X}_8 th grade = 2.44, SS_8 th grade = .50). In addition, according to the 8th grade athlete students, a finding was found in favor of the 7th grade athlete students.

According to table 7; as a result of the analysis, a statistically significant difference was not found in the participants' goal setting/mental readiness, concentration, high performance under pressure, coping with difficulty, trust and success motivation factors in terms of the father education level variable. Significant differences were found in the factors of being free from anxiety and coachability $p < 0.05$. Anxiety-free = (\bar{X} primary-secondary school = 2.41, SS primary-secondary school = .77), (\bar{X} high school = 2.58, SS high school = .81), (\bar{X} undergraduate = 2.66, SS master = .80) and (\bar{X} undergraduate + = 2.32, SS license + = .85). It is seen that the anxiety-free scores of those whose father's education level is primary and secondary school have lower scores than those whose fathers' education status is high school and associate degree. Likewise, it was seen that the "anxiety-free" scores of those whose father's education status is undergraduate and above have lower scores than those whose father's education status is high school and associate degree. Coachability = (\bar{X} primary-secondary school = 2.60, SS primary-secondary school = .57), (\bar{X} high school = 2.68, SS high school = .62), (\bar{X} undergraduate = 2.88, SS master = .69) and (\bar{X} undergraduate + = 2.50, SS license + = .60). Findings stated that coachability scores of those father's

education status was associate degree have higher scores than those father's education status is primary school, secondary school and undergraduate and higher.

Table 8: Differentiation Status of Participants According to the Factors of the Inventory of Coping with Sports Problems Anova Test Findings

Scales	Factors	Parent Education Statues		Family Income Level		Sport Branch	
		F	p	F	p	F	p
ACSI Skill Inventory	Goal setting / Mental preparation	1.37	.250	2.73	.043*	.823	.534
	Concentration	.763	.515	5.00	.002*	2.91	.013*
	Being free from anxiety	.637	.591	3.14	.025*	1.17	.322
	High performance under pressure	1.67	.173	1.19	.314	2.51	.029*
	Dealing with difficulty	.575	.631	3.51	.015*	1.05	.384
	Trust and success motive	2.29	.077	3.76	.011*	8.56	.000*
	Coachability	.486	.692	2.36	.071	1.34	.246

*p<.05

According to table 8; as a result of the analysis, no statistically significant difference was found in all factors in terms of the maternal education status variable. No statistically significant difference was found in the factors of high performance under pressure and coachability of the participants in terms of the family monthly income status variable. Significant differences were found in the factors of goal setting/mental preparation, concentration, being free from anxiety, coping with difficulties, trust and success motivation $p < 0.05$. Goal setting / mental preparation = ($\bar{X}0-2500TRY = 2.68$, $SS0-2500TRY = .68$), ($\bar{X}2501-4000TRY = 2.82$, $SS2501-4000TRY = .72$), ($\bar{X}4001-5000TRY = 2.81$, $SS4001-5000TRY = .65$) and ($\bar{X}5000 + = 2.93$, $SS5000 + = .69$). It is observed that those with a monthly income of 0-2500 TRY have lower scores in goal setting / mental readiness than those with a monthly income of 5000 TRY and above. Concentration = ($\bar{X}0-2500TRY = 2.82$, $SS0-2500TRY = .65$), ($\bar{X}2501-4000TRY = 2.90$, $SS2501-4000TRY = .67$), ($\bar{X}4001-5000TRY = 2.82$, $SS4001-5000TRY = .67$) and ($\bar{X}5000 + = 3.13$, $SS5000 + = .61$). It is seen that the concentration points of those with family monthly income of 0-2500 TRY, 2501-4000 TRY and 4001-5000 TRY have lower points than those with family monthly income of 5000 TRY and above. Being free from anxiety = ($\bar{X}0-2500TRY = 2.82$, $SS0-2500TRY = .65$), ($\bar{X}2501-4000TRY = 2.90$, $SS2501-4000TRY = .67$), ($\bar{X}4001-5000TRY = 2.82$, $SS4001-5000TRY = .67$) and ($\bar{X}5000 + = 3.13$, $SS5000 + = .61$). It was established that those with family monthly income status of 0-2500 TRY and 5000 TRY and above have lower scores of being free from anxiety than those with family monthly income of 4001-5000 TRY. Coping with difficulty = ($\bar{X}0-2500TRY = 2.77$, $SS0-2500TRY = .67$), ($\bar{X}2501-4000TRY = 2.91$, $SS2501-4000TRY = .74$), ($\bar{X}4001-5000TRY = 2.69$, $SS4001-5000TRY = .74$) and ($\bar{X}5000 + = 2.95$, $SS5000 + = .75$).

Here too it was established that those with a monthly income of 4001-5000 TRY have lower scores on coping with difficulty than those with a monthly income of 2501-4000 TRY and 5000 TRY and above. Trust and motivation to success = ($\bar{X}0-2500TRY = 3.17$, $SS0-2500TRY = .66$), ($\bar{X}2501-4000TRY = 3.20$, $SS2501-4000TRY = .69$), ($\bar{X}4001-5000TRY = 2.95$, $SS4001-5000TRY = .77$) and ($\bar{X}5000 + = 3.22$, $SS5000 + = .74$). It is seen that the trust and success motivation scores of the family monthly income status of 4001-5000 TRY have lower points than those with family monthly income status of 0-2500 TRY, 2501-4000 TRY and 5000 TRY and above. In terms of branch category variable, no statistically significant difference was found in the factors of goal setting / mental preparation, being free from anxiety, coping with difficulties and coachability of the participants. Significant differences were found in concentration, high performance under pressure and confidence and motivation factors $p < 0.05$. Concentration = ($\bar{X}athletism = 2.66$, $Sathletism = .68$), ($\bar{X}football = 2.97$, $SSfootball = .62$), ($\bar{X}indoorsp = 2.98$, $SSindoorsp = .67$), ($\bar{X}ringcushionsp = 2.86$, $SSringcushionsp = .62$) ($\bar{X}shooting = 2.81$, $SSshooting = .65$) and ($\bar{X}racketsp = 2.80$, $SSracketsp = .66$). It is seen that the concentration scores of those whose branch is indoor sports and ring and cushion sports have higher scores than those whose branch is athletics. It is observed that those whose branch is football, ring and cushion sports and racket sports have higher performance scores under pressure than those whose branch is athletics, indoor sports and shooting sports. = ($\bar{X}athletism = 2.66$, $Sathletism = .82$), ($\bar{X}football = 2.69$, $SSfootball = .76$), ($\bar{X}ringcushionsp = 2.50$, $SSringcushionsp = .79$), ($\bar{X}ringcushionsp = 2.88$, $SSringcushionsp = .82$), ($\bar{X}shooting = 2.48$, $Shooting = .53$) and ($\bar{X}racketsp = 2.73$, $SSracketsp = .67$). As seen in Trust and success motive factor result = ($\bar{X}athletism = 2.74$, $Sathletism = .71$), ($\bar{X}football = 3.37$, $SSfootball = .68$), ($\bar{X}ringcushionsp = 3.22$, $SSringcushionsp = .67$), ($\bar{X}ringcushionsp = 2.90$, $SSringcushionsp = .82$), ($\bar{X}shooting = 2.97$, $Shooting = .86$) and ($\bar{X}racketsp = 3.00$, $SSracketsp = .61$). Finding revealed that the trust and success motivation scores of those whose branch is football and indoor sports have higher scores than other branches.

VI. Discussion and Conclusion

In our research findings; it was concluded that the arithmetic mean of the participants' skills of coping with sporting problems inventory was at a medium level. This result indicates that athletes from different educational levels and family backgrounds have different skills, knowledge, and ability to cope with sporting problems should be developed. According to the research findings; the gender variable was not a determining factor. A similar study conducted by Geczi et al. (2009b) also found significant differences between gender and coping skills among hockey, soccer, water polo, and soccer athletes which is consistent with our result. In other findings, it has been concluded that the athlete students who study in Kahramanmaraş and Konya provinces have higher skills of coping with sports problems than the sports students studying in Gaziantep. This result can be interpreted as of students who are actively engaging sports in Kahramanmaraş and Konya provinces are more prepared and familiar with sports problems due to the better accessibility of sports activities to those sports branches in their regions. The fact that access to sports facilities is a key environmental factor that may increase physical activity levels (Sallis et al., 1990) and it also promotes positive consequences psychologically in person (Dilorenzo et al., 1999).

In this study, there is no statistically significant difference was found in terms of the variables of father's education level and mother's education status. Similar to a study conducted by (Temel, 2015) a meaningful relationship was not found in terms of parental education level to problems solving skills. However, inconsistent with our findings conducted by Çaglayan et al., (2008) there is a found significant difference according to the sub-dimensions of students' problem-solving skills, their father's education level and their families' income levels. Similar to another study carried out by Akpınar (2012) among professional football players' meaningful differences was found in parents' education status as well as occupation.

A significant difference was found in terms of grade level variable. It has been concluded that the 6th-grade athlete students have a higher ability to cope with sporting problems than the 5th, 7th and 8th-grade athletes. Because; 5th grade students are new to the school, they may feel unfamiliar with school and its environment and 7th and 8th grades the students may be anxious and nervous about the high school exam. Therefore, 6th-grade athlete students are expected to have a higher ability to cope with sports problems since they are more comfortable and have no short-term goals and plans than other class students, because family income a key determinant of sports activity and participations as well as dealing any hardship that may individual faced. Participating sports activities may include the buying of equipment, the payment of user fees, travel costs and so on (Kremarik, 2000). Our findings noticeably showed that income level and sports branches were statistically non-significant.

Findings of the Coping Skills with Sporting Problems Inventory of Participants

Some athletes may demonstrate better performance under pressure and use their skills and game strategy more effectively, can find practical solutions when faced with difficulty and resist them, can force their capacity. Smith and Schutz suggested that athletes' coping skills are associated with their intellectual capability in dealing with competitive circumstances (Smith & Schutz, 1995). Based on the analysis found in our study female participant athletes had lower levels of high performance under pressure than male athletes. The study carried out by Özganel et al., indicates that female students experienced more stress than male students so they may be more fragile against such situation. And other study conducted by Misra et al. pointed out that those female students had more stress because internal and external pressures such as anger, anxiety can cause more compression, especially when they are under pressure or at the performance stage.

In terms of the participation province variable, a result was obtained in favour of the athlete students studying in Kahramanmaraş and Konya from the point of 'goal-setting/mental preparation' and concentration compared to the athlete students studying in Gaziantep. In other variable analysed it has been observed that the athlete students studying in Gaziantep and Konya provinces have more success in the factor of 'high performance under pressure, dealing with difficulty, trust and success motive, coachability than the athlete students studying in Kahramanmaraş. Based on the above results, variables may differ here according to the athlete's characteristics, experiences and performances so provinces should not be considered as a determining factor.

Goal setting and mental preparation are primarily important context which involves set of objectives and attributes that allow a person to improve them and gain sports achievements to become a better athlete in order to overcome training and difficult competitive situations (Omar-Fauzee et al., 2014; Smith et al., 1995). As a result of the analysis, in terms of the grade level variable, 6th-grade athlete students have higher point in terms of goal setting/ mental preparation", being free from anxiety; high performance under pressure compared to the athletes studying in the 5th, 7th and 8th grades. According to the 8th-grade athlete students, in the 'concentration' factor and dealing with difficulty a result was in favour of the 5th, 6th and 7th-grade athlete students. The following reason can be also given in terms of these outcomes above; because 8th-grade athlete students are in the preparations stage of high school exams, their concentration may be shifted in this direction.

According to another significant result; athlete students studying in the 5th, 7th and 8th grades have better scores in terms of "coachability" compare to 6th-grade athlete students. Anxiety is also a very common practice that impacts the variables based on the result obtained in terms of 'being free from the anxiety in this study parents with higher education degrees have higher scores than those with lower education levels. Moreover; families with higher education levels have higher scores in terms of coachability. Financial barriers are certainly a major factor that may restrict sports participation among children especially who come from low-income families because those children and adolescents are likely have limited access to sports/leisure facilities as well as deal with any sporting or non-sporting difficulties that may be faced before or during the activities. In this study, from the income level point of view, families with higher income levels have higher scores than those with a low level of income in terms of goal setting / mental preparation, concentration, being free from anxiety, dealing with difficulty, trust and success motive. In the study that supports our results carried out by Clarke et al. (2008) found that financial obstacles largely restrict sports activities or any problems may be challenged.

Concentration is described as a person's focusing its attention on a goal with a certain intention, disregarding internal and external factor (Wilson, Peper and Schmid, 2006). In our findings it was seen that the concentration scores of the participants whose branch was indoor sports, ring and cushion sports had higher scores than those whose branch was athletics. This result may arise from the fact that the athletics who engage with these branches are at a professional level compared to amateur athletics. Contrary to our study applied on the examining problem-solving skills of teachers was not found a significant relationship between the branch variable and problem-solving skill (Demirtaş & Dönmez 2008).

As a result of the research; according to the general analysis of the inventory of skills of coping with sporting problems, there was no significant difference in terms of the variables of the participants' ability to cope with sporting problems in terms of the province of participation and grade level, but there were no significant differences in terms of gender, father's education level, mother's education level, family monthly income and branch category variables detected. According to the sub-dimensions (factors) of the participants' ability to cope with sporting problems, no significant difference was found in terms of the mother's education level variable. Significant differences were found in terms of gender, father's education level, family monthly income and branch category variables.

The fact is that our study can contribute to literature because it gives more broad understanding of dealing with sporting problems by examining extensive parameters compare to previous studies performed. Further, future studies should include these factors for the assessment of professional and amateur branches of athletes and can be evaluated within the framework of psychological endurance and sports performance with different variables.

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